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ABSTRACT

This publication defines the role of career education in the social studies. Society has always been concerned that youth be adequately trained in the crafts and skills that will allow the society to maintain itself. Defined today, career education is an educational process, taking place both in and out of school, by which all persons at all levels, regardless of age, race, sex, or economic status, have the opportunities to gain the experience and knowledge necessary to assure them satisfying life roles. The paper begins with a brief history of and rationale for infusing career education in the social studies. The second chapter describes the infusion process and shows educators how to develop social studies lessons, activities, and units which have career education components infused into the content. The next chapter presents four complete units which were developed using the curriculum infusion model. The activities demonstrate the infusion model for elementary, middle, and high school curricula. The last chapter presents a rationale and ideas for involving the community in career education programs. (Author/JR)

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TIPS FOR INFUSING CAREER EDUCATION IN THE CURRICULUM

by

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PREFACE

In June 1975 the Social Science Education Consortium was awarded a grant from the U.S. Office of Education, Office of Career Education, to complete a project entitled "Career Education Program in Social Studies." The purpose of the project was to identify, collect, analyze, and report on existing curriculum materials which could be used to teach career education in social studies classrooms. Additional work on the project called for development of an instrument to analyze the materials collected by the project; development of a position paper on the role of career education in the social studies; and conduct of four regional workshops to disseminate findings of the project.

This publication reflects work done by project staff in defining the role of career education in social studies. Chapter 1 presents a rationale for including career education in social studies. In Chapter 2, a model for infusing career education, rather than adding it to the curriculum is outlined and discussed. Several infused activities, developed using the infusion process, are presented in Chapter 3.

The career education workshops included among the participants teachers, school administrators, and representatives from the business and labor communities. Chapter 4 of this paper reflects some suggestions based on our experiences in working with community representatives during the workshops.

It is our hope that this publication will be useful to persons concerned with the improvement of career education as it relates to all levels and all aspects of the social studies curriculum.

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Rudolph (Rudy) Schwartz served as a consultant in each of the four workshops held by the staff and contributed parts of Chapters 2 and 4 to this paper.

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Chapter 1

CAREER EDUCATION IN SOCIAL STUDIES: A RATIONALE

by

Bob L. Taylor

and

Constance Williams

The term, career education, is very much in the vocabulary of education today. Unfortunately, career education is bandied about despite considerable imprecision as to *exactly* what it means, why it is important, how it relates to the developing nature of the learner, and where and to what extent it should be included in the school curriculum.

The answers to each of these questions profoundly affects both the quality and direction that new career education programs will take. Thus, it is critical for educators to understand the past, present, and possible future of the concept.

The History of Career Education

Society has always evidenced a concern that youth be adequately trained in the crafts and skills that will allow the society to maintain itself. Children learned from their parents in tribal societies or in apprentice programs in those societies with more advanced technologies. Benjamin Franklin's establishment of the Academy (1759) was motivated by his interest in the development of a skilled labor force. The Morril Act (1862), establishing land-grant college, stressed agricultural and mechanical studies, and the Smith-Hughes Act (1917) allocated federal funds to the states for vocational education.

The educational philosopher, John Dewey, provided a rationale for making vocational preparation the core of a general education program by looking beyond societal needs to the learning characteristics of children. Dewey reasoned that the child's knowledge begins with the child's doing and that vocational education provided the potential to satisfy the child's

innate tendency to explore, to manipulate tools and materials, and to construct and create. Vocational education, if used as the integrating core for other subjects, could provide children not only with job skills but also with a familiarity with their own social, cultural, and economic backgrounds.

Other efforts have focused more on preparing young people to become contributing members of the society. The Civilian Conservation Corps, for example, made an important contribution to vocational education by providing job training for many youth in the Depression Years, while the National Youth Administration of the 1930s aided many young people in completing their educations while earning an income through part-time employment. More recently, we have seen the development of special programs, such as the Job Corps, which are designed to assist low-income, disadvantaged, out-of-school, or drop-out prone youth between the ages of 16 and 21 in becoming productive, employable, responsible citizens through a change of environment, education, and skill training, and the availability of other related services.

In addition, the K-12 schools have developed a wide variety of programs which are intended to prepare students: 1) to advance to colleges or universities, 2) to enter technical or trade schools, or 3) to join the work force. While some educators have maintained that general education has been doing an adequate job, others have cited drop-out and unemployment statistics among youth as evidence that neither the teaching of academic subjects *per se* nor trade school skills have led to the achievement of educational or societal objectives. About three students in ten enter college upon high school graduation. What happens to the other seven? As late as 1971, only two of them had received any sort of career or vocational preparation. As Sidney P. Marland, Jr., a former U.S. Commissioner of Education, noted in a 1971 speech to secondary school principals in Houston, Texas:[1]

> The vast majority of these youngsters (high school graduates) have never seen the inside of a vocational classroom. They are the unfortunate inmates, in most instances, of a curriculum that is neither fish nor fowl, neither truly vocational nor truly academic.

Marland was voicing a criticism of the American educational system that had been concerning thoughtful citizens for some time: students were graduating from high school without knowing what they wished to do in life and without the necessary skills for getting and holding a job. People from all walks of life--business, labor, industry, community, parents, and even students--were expressing a concern and desire for a closer relationship between education and the real world.

We find these and similar criticisms persist today. The following are typical.

1. Too many persons leave our educational system deficient in the basic academic skills required for adaptability in today's rapidly changing society.
2. Too many students do not see meaningful relationships between what they are being asked to learn in school and what they do when they leave the school system. This is true for both those who graduate from high school and those who drop out.
3. Too many persons leave our educational system, at both the secondary and collegiate levels, poorly equipped with the vocational skills or work attitudes essential for making a successful transition from school to work.
4. American education has not kept pace with the rapidity of change in post-industrial society. As a result, when worker qualifications are compared with job requirements, we find both overeducated and undereducated workers in large numbers. The boredom of the overeducated worker and the frustration of the undereducated one have contributed to growing worker alienation.
5. American education (K-12), as currently structured, best meets the needs of a minority of persons who will some day become college graduates. It fails to place equal emphasis on meeting the educational needs of the majority of students who do not go to college.
6. The growing need for and presence of women in the work force has not been adequately reflected in either the educational or career options typically identified for girls enrolled in our

schools. Despite this fact, more and more women are entering the labor force each year, often pitifully unprepared by an unresponsive educational system. In 1975, the total labor force grew by 1,500,000 over the previous year; women accounted for 1,100,000 of this number.[2]

7. American education has not developed programs that meet the unique needs of the handicapped. The opportunity to enter the work force and participate in satisfying careers has largely been precluded for this segment of the population.

The task of addressing these criticisms in a meaningful way is further complicated by the complexities of the world of work itself. Career education cannot, as vocational education has in the past, merely "train" students to fill particular jobs. The career patterns that are emerging are clear indications that career education must train broadly--for better use of leisure time and for coping with ambiguity and change. In a recent speech Kenneth Hoyt, Director, Office of Career Education, U.S. Office of Education, noted that research tells us, for example:

1. most workers have three occupations and seven job changes in a lifetime;
2. mobility of the labor force is likely to continue;
3. the job outlook for teens and young adults may be bleak for many years to come;
4. the majority of jobs that will be required in the year 2000 do not even exist today.

The Place of Career Education in the Educational Process

Given the above considerations, it seems imperative that the general education curriculum be in some degree restructured and reconceptualized to meet emerging needs. Marland believed that the total educational system should be responsible for the development of learners capable of useful and satisfying work as well as intellectual and social effectiveness. Thus, in 1971 he suggested a total reform of the American system of education. Career education, embracing vocational education as a significant element and relating the occupational aspects of human development

to all levels of learning and all relevant parts of academic instruction, was to become the central rallying point for this revisionist effort. Career education was conceived of as a means for assisting all students in making more meaningful and satisfying career choice and life decisions. It could also be designed to stimulate the improvement of the conditions of the poor and the disadvantaged in our society on a scale greater than the efforts of the 1960s programs.

The Occupational and Adult Education Act provided the authority in federal law for large-scale support of this reform program. If the initial efforts of career education provided enough positive evidence to justify it, the needed appropriation legislation could follow to promote these reforms. In addition, plans included the authority, through the Comprehensive Employment and Training Act of 1973, for the Department of Labor to coordinate career education with the employment side of the program.[3]

What is Career Education?

Despite a rather general acceptance that the general education curriculum needs to be improved and despite a substantial funding effort by various governmental agencies, many educators remain unclear about what this effort entails. It is necessary, first of all to define the term, career education. Second, it is important to understand that career education can be conceptualized in terms of its developmental nature, in terms of developmental phases, or in terms of the elements of career education. All of this is discussed briefly in the following pages.

Career Education--A Definition.

Because career education refers to such a wide spectrum of concerns, it is a difficult term to define. The most accepted definitions have been those of Marland; Kenneth Hoyt, Director, Office of Career Education, U.S. Office of Education; the National Advisory Council for Career Education; and the 1974 U.S. Congress. Common themes in each of these definitions describe career education as a process which:

1. improves the interaction between school, work, and society as a whole;

2. provides information and knowledge about job skills, but, more importantly, considers the totality of what one does or accomplishes in a lifetime (whether paid or unpaid);
3. occurs both in and out of school;
4. takes into consideration the values, attitudes, knowledge, and skills necessary to choose, prepare for, and pursue a successful lifelong career;
5. equips persons with the ability to cope with change; and
6. is designed to meet the needs of all people.

A broad definition of career education, which encompasses all of these themes, is: career education is an educational process, taking place both in and out of school, by which all persons at all levels, regardless of age, race, sex, or economic status, have the opportunities to gain the experience and knowledge necessary to assure them satisfying life roles.

It must be noted that career education, by definition and need, is and has to be much more than vocational education. Vocational and occupational education are important components of career education, but these terms should not be used interchangeably because they are very different. Vocational education is a field of study offering or providing training in a skill or trade in preparation for employment. The career education approach differs from the vocational education approach in that vocational education is a separate and distinct course of study in the school curriculum which includes some career education concepts. On the other hand, career education should be infused and integrated into the entire school curriculum.

In considering how to design a career education curriculum, the problem may be approached from several perspectives--natural pupil development, planned phases of career education, or career education elements conceptualized by the Comprehensive Career Education Model Project at Ohio State University.

Career Education--A Developmental Concept

Two landmark research studies on adolescent behavior document the theory that career education can be conceived of as a developmental concept

which parallels the natural development of youth. Robert J. Havighurst and Hilda Taba of the Committee on Human Development, University of Chicago, first introduced the idea of the *developmental task*. According to those researchers:

> A developmental task is a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by society, and difficulty with later tasks.[4]

Among those tasks which most closely relate to career education are:

1. achieving emotional independence of parents and other adults,
2. achieving assurance of economic independence,
3. selecting and preparing for an occupation, and
4. preparing for marriage and family life.

Havighurst's and Taba's work indicated that youth usually experience these tasks in the junior and senior high school years.

The work of Arnold Gesell, Frances Ilg and Louise Bates Ames from the Gesell Institute of Child Development and the Yale Clinic of Child Development provides additional evidence of the developmental nature of career education.[5] In their report, *Youth: The Years from Ten to Sixteen*, they describe the behavior of a group of young people from the time they were ten years of age up until their 16th year. Growth gradients were developed for several areas such as self-awareness, money and work, self-assertion, and marriage. The gradient presented here is concerned with career selection and age.

Career Plans Gradient:[6]

10 Years — Plans for their future careers are rather indefinite among many of our Tens, and the careers chosen are much more varied than in the years which follow. Many Tens give several choices, often quite unrelated.

11 Years — More Elevens than Tens have a definite choice of career, and only very few have no idea of what they want to do. More now can make a single choice, and, as choices become more realistic, the variety of occupations chosen becomes smaller.

12 Years — The trend toward a single, definite choice of future career continues. Many fewer now make several choices or express indecision. Boys are now more definite in choice, and more likely to give only one choice than are girls.

13 Years — Thirteen marks the peak for single, definite choices about future work. Earlier ages sometimes made multiple choices rather capriciously; later ages, with greater realism, recognize the difficulty of making a single certain choice. Thirteen tends to assert his choice without indecision.

14 Years — Fourteens show less certainty in their choice of career. More individuals make multiple choices, and the group as a whole makes a greater variety of choices than at thirteen or fifteen.

15 Years — Many Fifteens are quite indefinite about their choice of future careers--more so than at any age since eleven. Though the group as a whole names many fewer possible careers than earlier, individuals find it difficult to decide on a single choice within this range.

16 Years — Somewhat more decisiveness appears among Sixteens in their choice of careers than among Fifteens, though a few girls are undecided. A considerable variety of choices is mentioned. Boys most often choose engineering, law, architecture, politics, and medicine. Girls choose art, teaching and child psychology. Journalism and science are often mentioned by both boys and girls.

These and similar data provide evidence of the interest and readiness of young people for career information. The evidence indicates that this information need is a natural part of the maturation of youth and, as such, holds much promise for the development of a K-12 curriculum. The pupil is going through a number of life stages, and the curriculum should respond to the pupil's developmental needs.

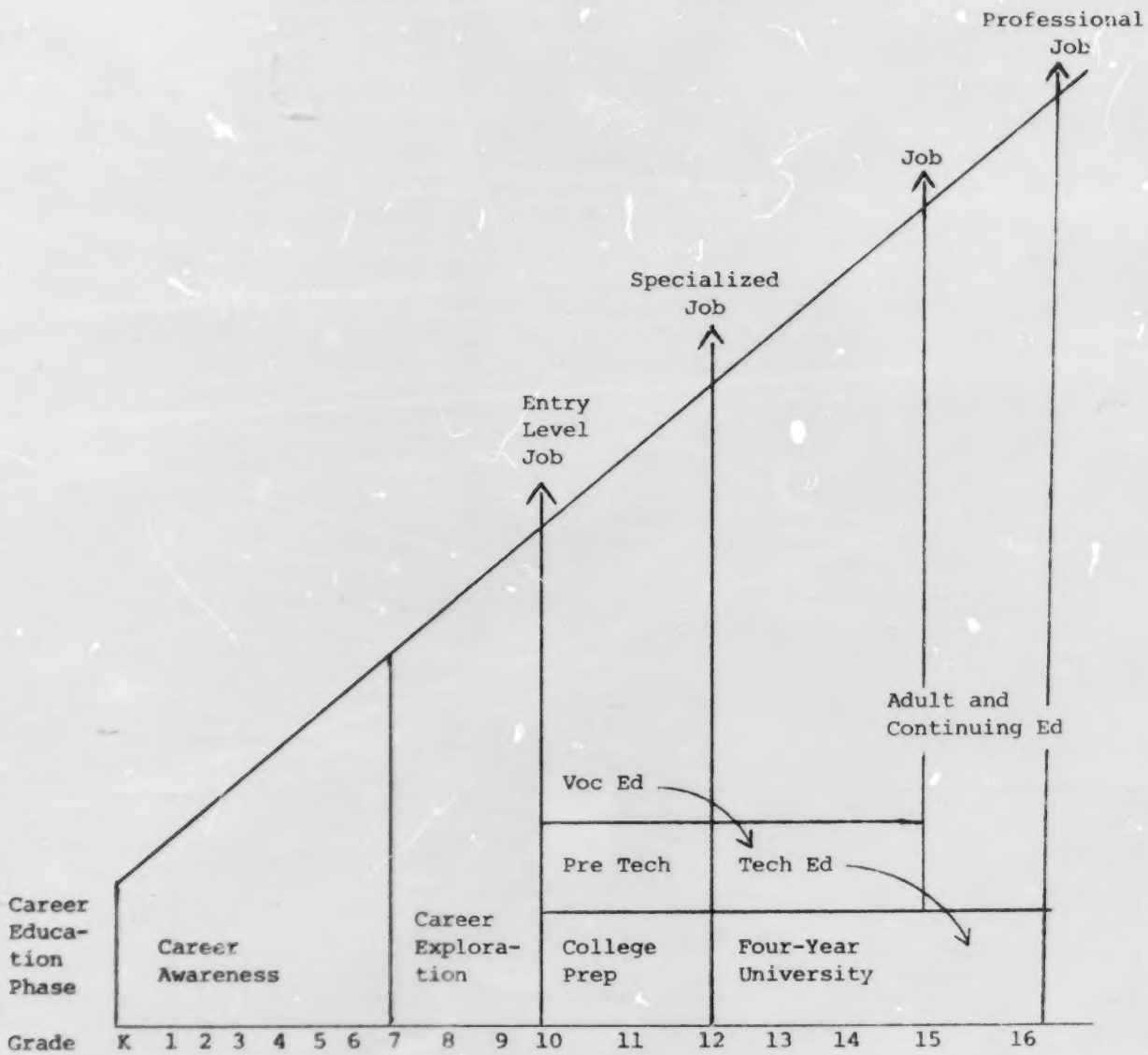
Another Ordering Device--Phases of Career Education

Other educators and curriculum developers have conceptualized career education as a three-phase process which includes career awareness, career exploration, and career preparation. While these phases do not make up a rigid educational ladder, and can occur for different students at widely

varying times, they usually are presented in a fixed order. This approach, like the first, goes back to a developmental concept, but it is more schematic than one geared strictly to the needs of youth. In addition, as presented in Figure 1, there are some expectations with respect to the school-related activities of the three phases.

Figure 1

Phases of Career Education



The first phase, career awareness, begins in kindergarten and can occur at any time during a person's life. Pupils are usually exposed to information encouraging them to learn about the wide range of career options, characteristics of workers, typical lifestyles, salaries, and entry requirements. Also in this phase, pupils begin to develop competencies aimed at helping them identify their own interests, abilities, values, and aptitudes, and make responsible decisions. The emphasis throughout the awareness stage is on expanding the horizons of youth.

The second phase, career exploration, begins in approximately grade seven and is designed to provide students opportunities for "hands-on" instructional experiences--observing job sites, participating in real and simulated work experiences, and interviewing workers in various occupations. Students do not make final commitments regarding their lifetime occupations at this time, but they do start serious inquiry about occupations of special interest to them and the various requirements for entrance into the occupation.

The third phase, career preparation, usually begins in grade ten and may continue throughout adulthood. Career preparation is designed to insure that students leaving the secondary school have gained those competencies necessary for entering institutions of higher learning or salable skills necessary for entering and succeeding in the world of work. This phase embraces two parts--general academic education and vocational education. At this point, vocational education becomes a very important part of career education (note Figure 1).

It is important to note that even in this phase both career awareness and exploration activities will continue to be an integral part of the program. There are two reasons for this. First, many students are not ready to undertake the developmental tasks associated with these phases until their high school years. Second, and more critical, most school programs have been deficient in incorporating these phases into their overall curriculum design. Students have never had the opportunity to either become aware or to explore, so this opportunity must be made available at upper grade levels.

L.J. Bailey and R.W. Studt incorporate both developmental tasks and expanded developmental stages (phases) in their prototype curriculum

design. The following compresses their outline for the organization of a career education curriculum at various age/grade levels:

Figure 2

A Developmental Curriculum Model for Career Education[7]

Domains of Career Development Behaviors	A. Awareness K-3	B. Accommodation 4-6	C. Orientation 7-8	D. Exploration and Preparation 9-12
1. Concepts of self	A1	B1	C1	D1
2. Occupational, educational and economic concepts and skills	A2	B2	C2	D2
3. Sense of agency	A3	B3	C3	D3
4. Information processing skills	A4	B4	C4	D4
5. Interpersonal relationships	A5	B5	C5	D5
6. Work attitudes and values	A6	B6	C6	D6

Bailey and Stadt explain that the six domains of behavior (developmental tasks) can be translated into educational goals. Thus, the letter-number combination symbolize the goals for career education in each of the four career education stages (phases).

Another Perspective--The Elements of Career Education

Yet another perspective for viewing career education has been developed by the Comprehensive Career Education Model Project at the Center for Vocational and Technical Education at Ohio State University.

The project identified eight elements, which they suggest are necessary for students to achieve if they are to make optimum life and career choices.[8] Although the project suggests eight elements--self-awareness, career awareness, education awareness, economic awareness, decision-making skills, beginning competencies, employability skills, and attitudes and appreciations--they can be reordered and combined to achieve different curriculum needs. For example, it might be useful to combine beginning competencies and employability skills into one general category.

The following definitions of the elements reflect this combination:

Self-Awareness--an increased awareness and understanding of one's self and others and a respect for individual differences.

Career Awareness--an increased awareness, understanding, and recognition of the importance and the dignity of all occupations; the educational and skill requirements for the same; the relationship between occupations and the needs and functions of society; and an ability to relate these to personal interests, aptitudes, and abilities.

Economic Awareness--an increased understanding and recognition of the relationship between personal economics, lifestyles, and occupational roles and the interdependence of various elements (goods and services organizations, societies).

Educational Awareness--an increased awareness, understanding, and recognition of education as a lifelong learning process, and of the influence of education on all aspects of life and career.

Skill Development--an increased awareness and understanding that jobs require different skills and the mastery of those skills necessary to function in today's society (reading, writing, computational, manual, social) and those specialized skills necessary for employment.

Attitudes and Appreciations--an increased appreciation and recognition for positive attitudes toward work and the individual differences among people.

Decision-Making Skills--an increased ability to identify alternatives and react responsibly when making career decisions.

The elements can also be reordered if it seems advantageous to do so. It must be remembered, however, that all elements are equally important and all should be treated in a K-12 sequence. The Career Education in Social Studies Project used a simple alphabetized listing in the Career Education Materials Analysis Instrument to provide criteria for analyzing curricula. Used in a checklist form, anyone selecting or designing materials can determine which elements are included and which are not emphasized.

_____ Attitudes, Appreciations, and Values
_____ Career Awareness
_____ Decision Making
_____ Economic Awareness
_____ Educational Awareness
_____ Self-Awareness
_____ Skill Development

The elements are probably most useful when used in connection with an infusion approach, which is discussed below. In reality, the elements represent broad educational themes with which every educator is familiar. To a great extent, the elements are the conceptual tools which can assist educators in integrating career education into the existing curriculum.

Putting It All Together--Infusion

Each of three perspectives can be viewed as a way to organize the content of career education. None answers the critical question of where this content should be accommodated.

Some educators have suggested that it would be appropriate for career education to become the core curriculum with subject matter content serving an adjunct purpose. Most, however, believe this is neither appropriate nor necessary. Rather, these educators suggest that career education should not be thought of as a separate program or even as an additional course, but as one emphasis within the total curriculum. For example, teachers of social studies, who are concerned with helping young people to understand themselves and the society in which they live, will continue to try to achieve these goals. By infusing career education

content which focuses on aspects of individual growth, societal change, and life choices, social studies teachers can provide new insights and even deeper understanding of self and society.

The idea of teaching about careers in social studies classrooms is neither new nor innovative. In 1935, Rolla M. Tyron included in *The Social Sciences As School Subjects* a course of study for history which had been developed in 1903:

Grade I

"1. Occupations: Making and furnishing playhouses. In connection with this work, the primary arts connected with food, clothing, and shelter were introduced.
2. Studies: Comparison of methods of work with those of primitive peoples.

Grade II

1. Occupations: Cooking, making furniture, weaving, and simple needlework.
2. Studies: Study of primitive people in the hunter and shepherd stages of culture.

Grade III

1. Occupations: Cooking, gardening, and making of pottery.
2. Studies: Study of primitive farming and the beginnings of trade and city life.

Grade IV

1. Occupations: Wood and metal work.
2. Studies: Local history with the evolution of local industries, and means of intercommunication. Stories of famous explorers. Simple problems of public service.

Grade V

1. Occupations: Weaving and sewing.
2. Studies: Colonial history. The textile industry in colonial times.

Grade VI

1. Occupations. Weaving, sewing; work in wood and clay.
2. Studies: Colonial history. Our struggle for independence and similar struggles in previous times, as in Greece, Switzerland, and Holland. Physical culture and games of Greece. Greek architecture and sculpture. Notable buildings in the locality of the school.

Grade VII

1. Occupations: Printing and bookbinding.
2. Studies: The period of discovery and exploration in American history and the settlement of the West. Development of the arts of printing and of inventions connected with navigation.

Grade VIII

1. Occupations: Wood and metal work.
2. Studies: Home economics, including civic regulations in regard to building and sanitation. Roman or English history, with the emphasis upon the evolution of government. Structure of the local government."[9]

Tryon's reason for including the course of study, as is ours, is that much of what was included subsequently appeared in the schools.

Obviously, historical examples are not, in and of themselves, adequate to convince social studies teachers that career education can and should somehow be infused into social studies. On the other hand, a look at the career education elements (which can be translated into curriculum objectives) and the objectives of social studies can serve this purpose. The symbiotic relationship between the two is obvious.

The mission of both is to help prepare students for a life which not only contributes to the welfare of the society but is also fulfilling to the individual. Both are concerned with helping people to cope and successfully deal with a changing world, to exert freedom of choice, and to accept the accompanying responsibility. Both emphasize the importance of developing a positive self-concept and the need to understand self and personal worth.

Proponents of the career education/social studies approach envision it as a "learning process" designed to "help individuals not only adapt to change but become conscious managers of change over a lifetime." This process approach will help students learn "to anticipate the probability of change and to become flexible" in dealing with change.[10] The social studies teacher is in a unique position to teach children such process skills.

Those students who are not afforded an opportunity to examine the world of work and their own relationship to it miss an opportunity to

better understand themselves. By the same token, those students who learn only job-related skills may never bring their own work values into congruence with those of the rest of the society. A sound social studies program which includes career education concepts can better serve all students.

Infusion is very dependent upon teacher commitment. Since there is no prescribed course of study for career education, infusion must be teacher initiated. This points to an extensive effort at inservice teacher education plus a great deal of assistance on how to present career education concepts in the classroom. Teachers who are strongly committed to the importance of their subject matter must change their philosophic position so they are willing to include career education in the instruction of the social studies content.

Not only does there need to be extensive inservice teacher education, but the preservice education programs for social studies need to be changed. New teachers must come into the profession with an understanding of the need for and a commitment to infusing career education into the social studies content. This requires the cooperation of the social studies teacher educators.

Conclusions

The chapter has raised a number of questions with respect to both career education and its relationship to the social studies curriculum. Since the movement is comparatively new and it is [illegible]on to draw any conclusions about what will result, this chapter will be concluded with several broad questions.

1. Will the social studies community come to accept career education as a mutually supportive area?
2. Does career education have the potential to bring about sweeping change in the American educational establishment as Marland hoped?
3. Will career education bring about an improvement in the preparation of high school graduates for the world of work?
4. Will career education bring about a positive change in the roles of both women and minorities in the work force?

5. Is the concept of infusing career education into the existing school curriculum a valid one?

It is fairly simple to suggest broad solutions to the various problems of American education. It is much more difficult to give specific solutions to specific problems. In responding to criticisms of American education, career education is dedicated to avoiding the creation of a dual system of public education--academic and vocational. Rather, it calls for the enlistment of the resources of all segments of society--education, service agencies, business, industry, labor, and government--to provide appropriate and meaningful educational opportunities for all citizens.

What will such a combination of resources accomplish? First, it will draw educators out of schools and offices into the world of work. Educators must gain an adequate knowledge of this world, so they can design career education programs which will reflect the relationship between education and the world of work.

Secondly, it is necessary to bring employers into the educational system. Through a sound career education program, employers will develop sensitivity to the changing values of their future employees. They will also begin to develop a knowledge of the kinds of occupations which will meet the needs and functions of a changing society.

Finally, career education can provide each individual with the opportunity to reach his fullest potential, by addressing the critical issues regarding the relationship of the individual to society--economic status, self-identity, human relations, educational relevance, educational quality, career entry skills, career mobility, personal and social needs, and creative use of leisure time.

Chapter 2

INFUSING CAREER EDUCATION IN THE SOCIAL STUDIES: HOW TO DO IT

by

Frances Haley

and

Rudolph Schwartz

In the preceding chapter, the case is made for considering career education, not as an "add on," but rather for including it as an integral part of the regular curriculum. While this sounds like an excellent idea in theory, it can certainly break down in practice--especially if the teacher does not understand how to go about teaching career education every day. In the course of the SSEC's Career Education Project, teacher members of the Local Teacher/Community Evaluation Panel were asked to send us information about the content of units they would be teaching in their classrooms. We had agreed to prepare *infused* career education units for them, which they would field test in their classroom. You can imagine our chagrin when a world history teacher said his topic was going to be "The Enlightenment." We were able to prepare a unit that the teacher used fairly successfully; however, we are not suggesting that every unit and every lesson be *pushed* to add career education. Once the teacher is familiar with the infusion process, it becomes much easier to see how career education can become an integral part of the curriculum, and not something taught in additional courses or once a week on Friday.

Webster's *New Collegiate Dictionary* (1974) provides the following definition of infuse: "to cause to be permeated with something that alters, usually for the better." This definition captures precisely the essence of *infusing* career education into the social studies curriculum. To illustrate the infusion process, we will first present a model which is then used to develop a unit of study. This model can easily be used for developing either a short lesson or an entire curriculum. We will present a lesson which we have developed, showing each step in the infusion process. Thus, after reading this chapter, you will be able to develop your own social studies lessons, activities, and units which have career education components infused into the content.

The infusion model is shown below. It consists of seven phases, beginning with the establishment of philosophy and goals, and ending with the infused unit. This model will serve as the basis for the discussion which follows.

PHASE I	PHASE II	PHASE III	PHASE IV	PHASE V	PHASE VI	PHASE VII
Educational Philosophy General Goals Specific Objectives Content	Selecting Units for Infusion	Identifying Main Unit Idea	Unit Activities: Skills, Knowledge, Attitudes	Infused Career Education Activities	Management of Unit	Infused Unit

Phase I

A. Educational Philosophy	C. Specific Objectives
B. General Goals	D. Content

You are a social studies teacher. Your subject has a wide range of content from which you must choose what you actually teach. Obviously, what you choose is the result of a decision-making process such as the one described below.

The major factors in curriculum decision making, which lead to selection of course content include:

(A) Educational Philosophy (rationale)
(B) General Goals
(C) Specific Objectives
(D) Content

A. Educational Philosophy

Your educational philosophy is an ongoing synthesis of many factors, such as lifestyle, education, experience, or family life. These factors influence what you teach and what you expect students to learn. One social studies teacher expressed her educational philosophy in the following manner:

1. Every human being has dignity and deserves respect;
2. the teaching of skills and the clarification of values are as important as knowledge;
3. education takes place in the community as well as the schools;
4. decision making and problem solving are essential aspects of educational programs.

Some of these statements may coincide with your thinking. Would you change any of these? Could you add some?

B. General Goals

Goals are the application of educational philosophy to subject matter. For example, note the previously expressed statement--*every human being has dignity and deserves respect*. What goals for an eighth grade American history course can be derived from this statement? Some general goals for such a course might be:

1. Students will examine the great social and economic changes brought about by the growth of our nation which will affect the individual;
2. students will develop an understanding of change as a continuous process which affects individuals;
3. students will develop an understanding of various ethnic groups and their contributions to American history.

C. Specific Objectives

In the same way that educational philosophy leads to general goals, specific objectives are derived from general goals. Specific objectives indicate actual student performance that is expected in regard to knowledge, skills, and attitudes. How are specific objectives identified?

Referring again to our social studies teacher, you will recall that one of her philosophical tenets was *every human being has dignity and deserves respect*. Goal #1 above, derived from this philosophy, asks students to examine how the great social changes brought about by the growth of our nation affect the individual. The following chart illustrates the translation of this goal into specific knowledge, skill, and attitude outcomes.

Knowledge	Skills	Attitudes social and economic
1) Students will know the time span during which the Industrial Revolution occurred in the United States; 2) Students will know definitions of at least 15 new terms related to the Industrial Revolution (e.g., technology, industrialization, mass production, assembly line); 3) Students will identify three persons who were instrumental in the industrialization of the United States and explain their roles; 4) Students will identify one event which contributed significantly to the Industrial Revolution and explain its significance.	1) Students will make generalizations about the effect of the auto industry on various careers; 2) Students will synthesize information about the Industrial Revolution by writing a paragraph on its effects on agriculture.	1) Given a list of changes brought about by the Industrial Revolution, students will evaluate the changes as "good" or "bad" for the individual and explain the reason for their choices.
All students will achieve these objectives by scoring at least 80% on a written examination.	75% of the students will show successful completion of 1) or 2) by submission of written work or through teacher observation of skills.	100% of the students will be able to defend their evaluations by explaining the values which led to the evaluation.

D. Content

As is apparent, the broad, general content must be determined before objectives are written. However, the specific content for each day's lesson can be selected from a wide variety of sources and points of view. Perhaps, you will want to use the curriculum materials that are already available as the basis for your content selection. Or you may prefer to base your content selection on your own view of the topic. You might also want to combine different theories and approaches to the subject you are going to teach. Continuing with our example on industrialization, the

following is the content outline taken from a typical American history textbook:

Consolidating the Factory System
- Industrialization Remakes the American Scene
  - Looms, Lasts, and Lathes
  - The Effect on People
- Railroad Building Engages the Nation's Energies
  - The Trunk Lines
  - The Transcontinentals
  - Improvement and Impact
- Industrial Competition Results in Big Business
  - Resources and Processes
  - Competition and Combination
- Men of Power and Influence Dominate the Scene
  - John D. Rockefeller: Oil Magnate
  - Andrew Carnegie: Steel Giant
  - Some Lesser Captains of Industry
  - J. Pierpont Morgan: Master of Capital
- Inspiration and Challenge[13]

A somewhat different approach to industrialization is taken in a multimedia kit. The five parts of this presentation are:

Resources and Growth
Agriculture and Mechanization
Mass Production
Workers in Industry
Technology and the Environment[14]

Either of these curricula, different though they may be, provide legitimate specific content for teaching the broad content area of industrialization. Whichever you choose depends upon which seems to best reflect your own philosophy, and general goals and specific objectives.

After you have worked through the four steps outlined in Phase I infusion model, you are ready to proceed to Phase II, "Selecting Units for Infusion."

Phase II

Selecting Units for Infusion

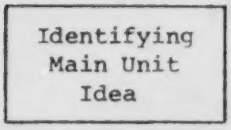
Infusion means incorporating the concepts, knowledge, skills, attitudes, and activities from one content area, in this case career education, into another content area (social studies) or into its appropriate segments.

Since the preparatory phase has established your basic content, you are now ready to select appropriate segments of that content for infusion. What is meant by appropriate segments?

1. Those units or lessons whose subject matter or objectives coincide with the subject matter or objectives to be infused;
2. those units or lessons that, from your experience, have not worked as successfully as you would have liked and can be strengthened and revitalized;
3. those units or lessons that lend themselves to an involvement with the community (opportunities for students to go into the community and opportunities for the community to be a part of the school program);
4. those units or lessons that lend themselves to active student participation in the management of problems;
5. those units or lessons (for reasons other than those identified above) which you find suitable for infusion.

The unit chosen as an example in this chapter is on industrialization. One reason for this choice is obvious--the subject matter coincides naturally with the subject matter of career education. There is also opportunity for community involvement, and students can actively participate in infused career education activities.

Phase III

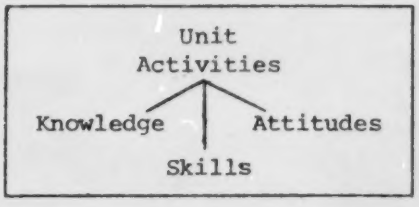


After having selected the appropriate content for infusion, you must identify the main idea to be used as the unit organizer. The main idea should be a broad, general statement which can serve to provide a focus and delimit what you are going to actually teach. This step is not difficult, and you may feel it is unnecessary. Stating the main idea precisely will help you, however, relate the social studies content and the career education content of the unit. In the sample unit below, we use the following main idea:

> The use of machines and the assembly line increased production of goods, allowing products to be made rapidly and in large quantities. This mass production affected nearly every aspect of society--social, economic, and political.

As a quick exercise to check the usefulness of the main idea, turn back to pages 21-22. Check the general goals and specific objectives against the main idea. Do you think it is a fair statement of the unit content? Does it reflect the objectives?

Phase IV



Selection of unit activities is something which you do all the time. As you plan lessons and units, you decide how you will teach them: what your role will be, what the students' role will be, and what the materials' role will be. In other words, you determine how to fit all the components together to achieve the objectives. You should now review these pieces in light of infusing career education. Some of the activities which you use

may not need to be changed radically in order to achieve career education objectives; others may need more extensive alterations or additions. Some activities will be chosen to emphasize knowledge and skills. Others will be designed to foster certain attitudes. Review the unit activities in our sample. How would you modify or add to them?

Phase V

Infused Career Education Activities

Up to this point, the focus has been on the teacher's philosophy, general goals, specific objectives, content, and activities--on what already exists. You are now ready to infuse career education into this curriculum. After you have decided exactly what you want to achieve and how you intend to achieve it, you will find it easy to incorporate career education elements and activities. This phase is illustrated in our sample unit.

The seven career education elements, defined in Chapter 1, are: (1) attitudes, appreciations, and values; (2) career awareness; (3) decision making; (4) economic awareness; (5) educational awareness; (6) self-awareness; and (7) skill development. We have chosen three of these and identified objectives for each for our unit on industrialization.

Career Awareness: Students will become aware of positive and negative aspects of working on an assembly line, and of working on a product from start to finish as a craftsman or woman.

Students will understand that changes in society affect careers.

Economic Awareness: Students will become aware of how increased production affects individuals economically.

Decision Making: Students will understand that the decision-making process includes the identification of alternatives and the selection of the alternatives most consistent with their individual goals.

It is possible to develop objectives for each of the seven career education elements. As you are infusing career education into the curriculum, however, you should select only those elements which seem to fit naturally with the content you have chosen. For example, an objective for the career education element might be: Students will learn how educational needs of the individual were changed as a result of the emergence of a technological society. Achieving this objective might be difficult within the context of industrialization. On the other hand, should you wish to emphasize educational awareness, it is possible to design special activities in order to achieve an objective related to it. You will find that many units and activities you are now teaching have a *natural* relationship to career education.

Once the career elements you wish to emphasize are chosen and objectives written to achieve them, you follow the steps for designing activities that were explained in Phase IV. These should be selected to emphasize each of the three areas: knowledge, skills, and attitudes. You may wish to use only career education activities or you may wish to combine career education and regular unit activities. The chart on page 30 describes both sets of activities in detail. You will see how easily the career education activities flow out of the unit objectives and how well they fit into the unit.

Phase VI

Management of Unit

There are four management steps required for each unit. You must develop an evaluation plan, identify and secure community resources, identify and secure the materials you will need, and obtain any necessary administrative support. Chapter 4 of this paper deals with the topic of community involvement; we hope it will prove to be of help to you in identifying and obtaining resources from your community. The *Career Education Sourcebook* (Social Science Education Consortium, 1977) provides a thorough explanation of how to identify curriculum materials resources.

It also contains analyses of several sets of materials appropriate for career education and social studies.

It is more difficult to recommend resources in the area of evaluation. The Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302, can help you identify various types of tests. You will also want to look at the battery of tests available in your school. And, when planning for evaluation, do not forget that your own observations of student progress, attitudes, and behaviors are frequently very valuable, especially if they are done in a systematic manner.

Administrative support for career education infusion activities is needed most frequently when students are taken into the community, outside speakers are invited into the classroom, or a class activity which is different from the *normal* lesson, such as a game or simulation, is being conducted. Do share such programs with your administrators. They may very well want to use the technique for infusing other content, such as environmental education or values education, into the curriculum.

Conclusion

At the beginning of this chapter we suggested that, once familiar with the infusion process, you would understand how career education can become an integral part of the social studies curriculum, rather than an add-on. We hope that going through the process, step-by-step, has served this purpose. We chose industrialization because it is a *natural* for the infusion of career education. However, once you begin developing infusion lessons and units, you will find many areas of social studies where career education can be infused. For example, career education could be infused into a first-grade lesson on the seasons by simply asking the students: "What jobs require different kinds of clothing in winter than in summer?" or "Can you think of any jobs which would not be needed if there were no snow?"

At a higher grade level, civics and government teachers who take their students to visit the state legislature could make it much more meaningful by telling their students to observe the legislators at work. Upon returning to class, each student might write a short paragraph describing the kind of personality they think is best suited to the role of legislator. The follow-through question could be: "Do you think your personality is suited to being a legislator?"

In the next chapter, we present four complete units which were developed using the curriculum infusion model. We then present nine short lessons, similar to the short lesson just discussed. We hope you will try some of these, have good luck with them, and then develop units and lessons of your own. We know you'll enjoy this simple and efficient way of adding a new dimension to your social studies curriculum.

Content	Unit/Lesson Objectives	Unit/Lesson Activities	Related Career Education Elements	
Subject: American History Unit/Lesson Topic: Industrialization Main Idea: The use of machines and the assembly line increased production of goods, allowing products to be made rapidly and in large quantities. This mass production affected nearly every aspect of society--social, economic, and political.	Students will be able to: -understand some of the great social changes brought about by industrialization. -recognize change as a continuous social process, affecting each individual.	-Students should read and discuss the chapter on industrialization from a United States history text. -On the blackboard, the teacher should list the following industries: saddle, motel, road paving, horseshoe, suburban housing, carriage railroad, hot dog stand. The teacher should ask students which industries would probably grow with increased auto production. Which might die or decline? Students should write out and then discuss the reasons for the changes and social consequences.[11] -Students should discuss which of the following statements are probably true for the period of 1840-1920. a) Agricultural production rose because workers left the city and became farmers. b) Agricultural production rose because farmers used more farm machinery and better methods of cultivation. c) Agricultural production fell because many farmers left the land and moved to cities.[12] How did growth of industry in towns and mechanized agriculture in rural areas affect the lifestyles of Americans?	Career Awareness -Students will become aware of positive and negative aspects of working on an assembly line, and of working on a product from start to finish as a craftsman or woman. -Students will understand that changes in society affect careers. Economic Awareness -Students will become aware of how increased production affects individuals economically. Decision Making -Students will understand that the decision-making process includes the identification of alternatives and the selection of the alternatives most consistent with their individual goals.	

Corresponding Career Education Activities	Unit Management	
-The class should simulate an assembly line. Students could make paper hats, bookmarks, a drawing, candied apples, flash cards for math, or any other object they wish. During this simulation a group of four or five students should be craftsmen or women working on their own, designing and making similar products to those being made on the assembly line. Afterwards, students should compare the number of products made on the assembly line to the number completed by the individual craftsmen and women; and discuss problems, likes and dislikes of students' "jobs." -As a written activity the teacher might select a variety of products that, prior to the Industrial Revolution, were made by individual craftsmen or women (e.g., clothing, brooms, candles, toys, shoes, horseshoes, silverware, books, ceramics, clocks). Students should choose one product and assume they are craftsmen or women making this product. Just when their business has become well established, a factory is built in their town to manufacture their product in mass quantities at much lower prices. Students must then decide whether they will a) stay in business in the town where they have lived all of their life, b) apply for a job at the factory on the assembly line, c) move west and start a new business, d) change careers but remain in the same town, or e) consider other possibilities. Students should write out an explanation for their decision, or rank order the choices. Finally, the class might want to discuss or role play some of the situations. -A retired health or safety inspector could be invited to the class to talk about working conditions in factories and how conditions have changed over the years. The inspector might present dilemmas that he or she had to solve during the course of his/her career to the students. Students could role play the situations and then the inspector could relate how he/she solved the problem.	Evaluation Techniques The teacher could design an objective or an essay test based on unit objectives, unit readings, and career elements. Community Resources A retired city health or safety inspector should be contacted and asked to visit the class. Materials Resources United States history text Materials for assembly line simulation Administrative Support Teacher will need support from administrators for infusing career concepts into the curriculum. Teachers may need to let administrators know if a visitor is coming to class. Teachers may want to inform administrators of the assembly line activity since it could get noisy.	

Chapter 3

CAREER EDUCATION/SOCIAL STUDIES ACTIVITIES

by

Judith E. Hedstrom

In this chapter, we describe activities that demonstrate the infusion process. We have developed three unit activities--one each for elementary, middle, and high school students; and nine short activities, some of which are for specific grade levels and some of which can be used across levels. The longer units will give you an excellent basis for actually teaching an infused unit; the shorter ones will give you many ideas for getting started on the infusion process.

The introduction to each of the first three activities contains the following information:

1. Subject area
2. Unit topic
3. Grade level
4. Suggested time
5. Community resources
6. Materials needed
7. Administrative support needed
8. Unit objectives
9. Career education elements and objectives

Following this introductory material is a step-by-step description of how to conduct the activity. Although all the necessary materials are not provided, they are all easily obtainable by the classroom teacher.

The short activities are not described in so much detail. For each of these a few paragraphs convey the essential information about content, procedure, materials needed, and so forth.

We hope you'll try some of these activities, find them useful, and tell your colleagues about them. Coupled with the explanation of how to develop infused activities in Chapter 2, these sample activities should help you get started in designing and implementing your own infused career education/social studies program.

Infused Unit #1

Subject Area: Social Studies

Unit Topic: Winter: How It Affects Us

Grade Levels: K-4

Suggested Time: 6 to 8 class sessions

Community Resources: Several local people whose careers are affected by winter holidays or weather, such as a postal worker, a construction worker, a teacher, a toy maker, a ski instructor, someone who works for the airlines, or a gardener

Materials Needed: Magazine pictures of winter activities, magazine pictures of a variety of careers, art paper for drawing or painting, construction paper, two tree branches or plywood "trees" anchored in buckets of sand, and materials to make a scrapbook

Administrative Support: Support for infusing career education into existing courses; permission to invite outside visitors to the class

Unit Objectives:

1. Students should understand that winter is one of the four seasons.
2. Students should understand that winter weather creates opportunities for some activities and prevents us from participating in others.
3. Students should become aware of what they like and dislike about winter.
4. Students should understand that people must wear warm clothing in winter.

Career Education Elements and Objectives:

Self-Awareness

Students should express what they like and don't like about winter.

Students should think about and discuss any preferences they have for indoor or outdoor activities.

Career Awareness

Students should be able to express how winter weather and winter holidays affect workers in a variety of occupations.

Economic Awareness

Students should be able to discuss various ways in which people help each other in winter.

Students should be able to name some service careers related to winter.

Students should be aware of various products used in winter.

Students should be able to name some product careers related to winter.

Unit Activities with Career Education Infused:

Day 1. Talk about winter with the children. Ask them to draw or paint pictures of things they like to do in winter. Alternatively, have them find magazine pictures showing winter activities they enjoy.

Day 2. Allow each child to show his or her picture. Ask the following questions:

What kinds of clothes do we wear in winter?

Why do we wear different clothes in winter than in summer?

What do you like best about winter?

Are there things about winter you don't like?

Ask the children to think about whether they prefer to be inside or outside during winter. Let those who wish discuss their feelings on this. Save each child's picture for a later activity.

Day 3. Set up two "Career Trees" made of dead tree branches or plywood "trees," labeling them "Product Jobs" and "Service Jobs." Have available pictures from magazines portraying a variety of jobs with which students might be familiar. Pictures should show indoor and outdoor jobs, product and service jobs, and seasonal and year around jobs, if possible. Be sure to avoid sexually or racially biased pictures.

Discuss the terms "indoor," "outdoor," "product," "service," "seasonal," and "year around" with the children, giving examples. Then go through the pictures with them, discussing which of these terms apply to each picture. Point out the clothing worn by outdoor workers, noting the season shown in the picture. Ask the children if any of the jobs are affected by winter holidays such as Christmas or Valentine's Day, or by snow and ice or rain.

Let each child choose one or more pictures of a job he or she might like. Have them tape the pictures to colorful construction paper, punching a hole through the top. (For very young children, you might want to have this done in advance.) They are now ready to hang "their" jobs on the appropriate tree--product or service. Colorful yarn may be used for hanging the pictures. If children are too young to tie the yarn, you may want to place hooks on the tree from which the pictures with pretied yarn may be hung.

Conclude this day's activity by remembering which each student liked best in the previous day's discussion: being indoors or being outdoors. Ask if the jobs they chose today corresponded to those preferences. If not, ask why they liked the job they chose. If so, ask why else they liked the job.

Day 4. Take out the pictures of winter activities the children made on the first day. Discuss again, briefly, the things they like to do best in winter. Then look at the Career Trees, finding the jobs affected by winter holidays and winter weather. Ask if any of these jobs are related to the fun things the children do in winter. For instance, if children like to skate or ski, pictures of skating or skiing instructors might be shown; or, if some children like to help their parents shovel snow, they can point to a picture of a worker removing snow from streets and parking lots. Some children might just like to walk through deep snow, and they might see a picture of a postal worker doing just that.

Day 5. The class should make a scrapbook out of the pictures they drew or painted of enjoyable winter activities. On the pages opposite each picture, the children should draw, list, or paste pictures of a job or jobs in which workers are doing the same or similar enjoyable winter activities as a part of their job. They might title their class scrapbook "The Winter Work and Play Book."

Day 6. As a final activity, invite several workers, whose jobs are affected in some way by winter weather or winter holidays, to visit your class. List their jobs on the chalkboard, plus a few additional jobs. Explain to the class that they are supposed to find out what each visitor's job is. One by one, as the visitors come up in front of the class, the students will ask them questions until they have discovered which career

on the list belongs to that person. They might begin by asking such questions as: Does winter weather affect your job? or Do winter holidays affect your job? If the visitor answered "yes" to the first question, and Construction Worker was on the list, a student might then ask if the person builds things. If the answer is "no" and Postal Worker is on the list, another student might ask if seasons such as Christmas and Valentine's Day bring more work for him or her to do. If that answer is "yes," someone could ask if the person delivers things to houses every day in both bad and good weather. This should continue until the students have guessed the jobs of all the workers. The visitors can then tell the children about other interesting things they do at work.

This activity might take two days, if you feel the children need a day to practice the kinds of questions to ask. You can also post the list of jobs in advance, so they become familiar to the children.

Evaluation Techniques:

1. Listen closely to comments made during discussion to make sure the children understand the various concepts.
2. Make sure children put the job pictures on the correct "tree"--product jobs on the product tree and service jobs on the service tree.
3. For the scrapbook activity make sure the children are matching related jobs to their winter activities.
4. Review the following concepts: winter, seasons, product jobs, service jobs, indoor jobs, outdoor jobs.

Infused Unit #2

Subject Area: Economics

Unit Topic: Economic Diversity

Grade Level: 5-8

Suggested Time: 3-4 class periods

Community Resources:

Materials Needed: Index cards from which to make product cards, scraps of paper, play money

Administrative Support: Arrangements should be made to do the activity, and possibly to involve two classes

Unit Objectives:

1. As a result of this activity students should be able to explain the differences between a town with factories producing diverse products and a town with a factory producing only one product, during a time when prices are drastically increasing.
2. Students should become aware of the problems created in a "one-business" town when that business starts to fail.

Career Education Elements and Objectives:

Career Awareness

Students should understand and be able to discuss the role of factory workers, factory managers, and retailers in the economic life of the community.

Students should recognize how their "jobs" in this activity affect the community.

Self-Awareness

Students should become aware of outside forces that influence their lives--in this case, economic forces.

Economic Awareness

Students should understand their roles as consumers and producers in a community.

Students should be able to explain the relationship between personal economics, life style, and occupational roles.

Decision Making

Students should improve their decision-making skills by practicing making economic decisions.

Skill Development

Students should improve their computational skills through buying and selling and through budgeting their money.

Students should improve their social skills through establishing business relationships.

Students should improve their cognitive skills as they manage their "own" lives and find they must think for themselves to survive economically.

Unit Activities with Career Education Infused:

Day 1. Students will discuss two situations. It should be pointed out to students that in both situations the steel mill company employs most of the people in the town.

> Situation #1. The Pittsburgh Steel Mill produces steel plates for five automobile plants. This is the only product it produces and delivers.
>
> Situation #2. The Pueblo Steel Mill produces many different products: steel beams for the mining company, steel wires for the airport runways, seamless steel pipes for oil companies, grinding balls for mining companies, and nails and bolts for general uses.

Area businesses with similar descriptions (one diversified and the other nondiversified) could be substituted in the above situations. In the following activities, students will be simulating two such towns.

Day 2. Step 1. Break the class into two groups, one with a factory producing a single product, and one with a factory producing several products. The factory in the town producing one item only will be producing stereo systems. This group should select one member to act as a retailer who buys from the factory, and one member to be the factory manager. Other members are salaried employees of the factory. All members of the group will act as consumers, who buy only from the retailers.

The factory in the other town produces various products including dairy products, grain products, clothing, and bicycles. It should be pointed out to the students that it is highly unlikely for one factory to produce all four of these items, but for purposes of this activity they will have to pretend. *Four* members of this group should act as retailers, one for each product, and one member should be the factory manager. Again, other members are salaried employees of the factory, and *all* of the students are consumers who buy from retailers.

Step 2. For 25 students the following amounts of play money should be made: 90 one hundred dollar bills, 60 fifty dollar bills, 150 twenty dollar bills, and 150 ten dollar bills. For extra students make enough extra money to cover their wages ($600 each). Retail prices for products should be approximately as follows:

a month's supply of grain products	$ 50
a month's supply of dairy products	$ 50
clothing (necessity)	$ 50
clothing (luxury)	$ 80
stereo system	$200
bicycle	$150

Other costs shoud be set as follows:

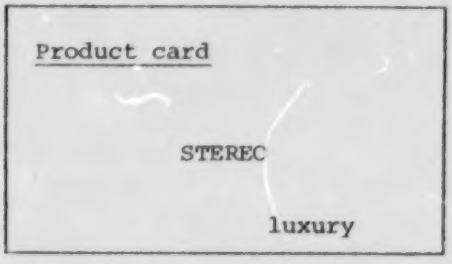
housing costs	$250/month
transportation costs	$ 10/round trip to neighboring town

All price information should be posted for all to see.

Before the first round of play begins approximately $750 should be given to each of the five retailers. This is the retailers' operating capital. The remainder of the money ($12,750) should be divided evenly between the two factory owners. Out of this money they must pay the wages of all the factory workers and their own wages. Wages for the factory workers (all students except factory owners and retailers) should be set at $600 for each round of play. The number of workers in each town should be the same.

Step 3. Half of the products, represented by words printed on index cards, go to the factory owners and half go to the appropriate

retailers at this point. A sample product card might look like the following illustration. Stereo cards should be marked "luxury"; grain



product cards should be marked "necessity"; dairy product cards should be marked "necessity"; one half of the clothing cards should be marked "luxury" and the other half marked "necessity"; and bicycle cards should be marked "luxury." This information along with the price information should be posted somewhere for all to see.

Step 4. On small slips of paper print the names of the various products. Print an "n" for necessity on one half of the slips marked "clothing" and an "l" for luxury on the other half. This will not be necessary for the other product slips. Each student will draw four or five of these slips out of a hat to determine which purchases he or she must make in this first round. If duplicate items are drawn the student may return those to the hat and draw again. There should be enough slips for each student to have one of each product. As students from both towns draw from the same hat, there is a good chance they will have to go to the other town for some purchases. Each time a student goes back and forth the teacher charges a transportation fee.

Step 5. At the beginning of play the factory managers pay their employees, and the instructor collects housing fees. *All* of the students then draw their four or five product slips out of the hat. These are *required* purchases for this round of play. If students have enough money, they may elect to purchase additional products. If a student cannot possibly afford to purchase all items drawn, he or she may omit the purchase of one luxury item. As retailers, too, must make the required personal purchases, they must either hire someone to watch their store, or else close their store, while they are doing this shopping.

Step 6. After 15 to 20 minutes or when everyone, including retailers and factory managers, has made as many purchases as they want to, stop the play. Retailers should return all purchase slips to the hat at this point. All students must then turn in cards for all products purchased, except stereos and bicycles which they should keep for the next round of play. These product cards should be given to the appropriate factory owners for the next round. Money saved from this first month's salary should be saved for the next round.

At the end of play, if there is time, or before play begins the next day, discuss the following questions:

a. What are the similar characteristics of the two communities?

b. What is different about the two communities?

c. What is the difference between a diversified company and a nondiversified company?

Day 3. In this round of play the teacher should increase the cost of both housing and transportation considerably. Housing might be raised to $350 and transportation to $20 per trip. Factory managers and retailers now have the option to raise or lower prices on products. Salaries may also be raised, if for instance the workers demand it, but they may not be lowered. The second round of play begins with retailers buying their products from the factory owners at whatever wholesale price factory owners set. Factory owners and retailers then pay their own wages as well as those of the workers. After wages have been paid and housing fees have been collected, students should again draw four or five slips from the hat indicating which purchases they will make. This time, however, they are only required to buy items which are *necessities*. Again, a sign indicating prices and which items are necessities and which are luxuries should be posted somewhere for all to see. The slips marked "clothing" will either have an "n" or an "l" on them. Those marked "n" are necessities and must be purchased, while those marked "l" are luxuries and are optional.

After 15 to 20 minutes or when all purchases have been made, stop the play. Retailers should buy products from the factories, and factory managers should pay their employees. If the retailers or the factory in either town have gone bankrupt, the play ends. If they are still "in the black" however, play might continue for a fourth day, again raising rent and transportation costs.

When retailers or factory managers in one town have gone bankrupt, discuss why the students think this happened. The following might also be discussed:

a. How many would consider moving to the other town in this situation?

b. What would happen to the two towns if the following situation occurred: Newspaper Headline: U.S. CONSUMER SPENDING DROPS?

c. When consumers have less money to spend what kinds of products and services do they purchase less often?

d. What problems does a nondiversified company face that a diversified company can more easily deal with?

e. Is it possible for a whole city to depend on a single industry, as in this activity? How would this affect employment? Cite examples of diversified and nondiversified cities and how this factor affects employment rates of the respective cities (e.g., nondiversified cities: Buffalo, NY; Detroit, Michigan; Pittsburgh, PA; and Estes Park, CO; diversified cities: Denver, CO; Atlanta, GA; and San Jose, CA).

Alternatives:

Teachers might want to involve two classes, rather than dividing one class into two towns. This would mean doubling the money supply described for Day 2, Step 2. It would also allow for four separate factories in the town producing diversified products. If there are four factories money should still be split evenly between the two towns. The town with four factories should then split their half between the four factory owners.

Evaluation Techniques:

1. Observation of student participation in the activity and in the discussions could serve as a basis for evaluation.
2. The teacher may wish to devise an essay test based on the objectives.

Infused Unit #3

Subject Areas: Western Civilization, United States History

Unit Topic: Industrialization

Grade Levels: 9-12

Suggested Time: 2-5 weeks

Community Resources: Local newspaper employees, local business or industry employees

Materials Needed: Tape recorder, cameras

Administrative Support: Permission to contact newspaper personnel to act as advisors; permission to visit an industry to interview and photograph various workers

Unit Objectives:

1. Students should begin to understand and be able to discuss the effects of technology upon industry.
2. Students should be able to explain how social and economic needs, currently met by industry, were met prior to industrialization.
3. Students should be able to explain how industry currently meets economic and social needs of the community.

Career Education Elements and Objectives:

Self-Awareness

Students should be able to relate individual interests and abilities to possible career goals.

Educational Awareness

Through contact with industry and newspaper people students should understand that learning is a continuing process occurring in and outside of school.

By performing the tasks necessary to write a newspaper article, students should understand that educational experiences are a part of their career development.

Career Awareness

Through economic and social investigations of an industry or

company, students should begin to understand ways in which occupations relate to the needs and functions of society.

Students should become aware of the many different and varied occupations involved in a single industry or business (i.e., in this case the industry on which they choose to report and the newspaper business).

Students should be able to determine the worker qualifications related to performing the basic tasks of various occupations within a newspaper industry.

Economic Awareness

Students should understand how one's occupational status depends upon economic trends found in the community, state, and nation.

Decision Making

Students should begin to understand that the decision-making process includes identifying alternatives, selecting the alternative most consistent with their goals, and taking steps to implement a course of action.

Skill Development

Students should become familiar with the use of basic tools, equipment, and materials associated with careers in the selected industry as well as in the newspaper business.

Attitudes, Appreciations, and Values

Students should begin to recognize the responsibilities to themselves and to others inherent in the acceptance of a task or job.

Students should begin to see a relationship between careers, lifestyles, and values.

Unit Activities with Career Education Infused:

1. As an introductory activity have students select a product to produce in a simulated assembly line. Part of the students should be craftsmen and craftswomen designing and producing the entire product from start to finish. The remainder of the class should mass produce the item, each student performing one small part of the total task. Possible items for production include greeting cards, book marks, baked goods, model cars, art items, jewelry, or drawings of various things. Discussion should follow this activity, where students compare quality and efficiency of

work done by craftspersons and work done on the assembly line. Personal likes and frustrations should also be discussed.

2. The class should then select for investigation a local business or industry which existed prior to the turn of the century and is still operating. If this is impossible, they could study the oldest business or industry in the area. During this unit students will be examining its history, its role in the community, the lifestyle of workers, and so on.

3. A local newspaper should be contacted and arrangements made for students to do a historical article to be published in the newspaper on the local business or industry selected.

4. Students should next compose a letter requesting an industry representative to come and speak to the class. The letter should briefly outline what the speaker should talk about: a brief history of the company, changes in size and technology, and how these changes have affected 1) employment, 2) working conditions, 3) wages, 4) environment, 5) size of labor force, and 6) occupations within the industry or business. He/she could also discuss what is projected for this organization for 20-25 years from now, identifying problems which have caused major changes in the past and problems which would call for change in the future.

5. As an alternative to, or in addition to, a class visitor, students might arrange to send their own representatives to visit the industry or business to interview various workers. Students could, as a class, develop their own questionnaire or interview form. Tape recordings could be made of the interviews to play to the entire class and to use in writing the newspaper article.

6. A list could be made of problems the industry or business might have had to deal with. Students could form groups to discuss each of the problems and make decisions about how they might have dealt with the problems and/or what changes they might have made, keeping in mind the surrounding circumstances.

As an alternative to this, students could role play these problem situations, expressing what they would have done as administrators and how they would have reacted as workers to changes made.

7. Students, with the teacher's and the newspaper advisor's assistance, could then begin the actual production of their newspaper

article on the company, using historical photography supplied by the company as well as recent photographs taken by the students. Each student should be responsible for particular aspects of the project. For instance, different students will be responsible for interviewing, reporting, doing research, writing, taking photographs, editing, typing, layout, managing, and so on. The completed article should include information on community economic and social needs and how the company has helped meet those needs at different periods during the last century.

8. After the article has been published a discussion should take place in which students should be encouraged to express what aspects of their tasks they enjoyed and what aspects were unpleasant. A brainstorming session might be held after the discussion in which future job possibilities utilizing these and similar tasks could be suggested. Encourage interested students to find out more about particular careers which are mentioned during this last activity.

Evaluation Techniques:

1. Each student should have completed at least one part of the final printed newspaper article. Students should be evaluated on their individual contributions.
2. A pre- post-test would be interesting. Have students identify and list all the occupations in the particular business or industry selected as well as those in the newspaper business that they are aware of before they begin the unit. Encourage the students to keep their lists for future reference or the teacher might wish to collect them for safekeeping. Upon completion of the unit, have students repeat the listing exercise, keeping in mind all the new occupations they have learned about during the unit. The first list should then be compared to this final list.

Short Activities 1-9

Individual Similarities and Differences, Grades K-2

After children have been introduced to some of the ways in which all people are alike and have learned about differences in cultures or individuals, set aside a special "One and Only Me" day. Regular lessons may be taught, but allow as much individual expression as possible. For instance, ask students to wear something in their favorite color that day. Or pin ribbons of their favorite color on them that say "The One and Only Me."

Read a story to them about a special experience, a dream, or a fear. Then allow the children time to tell of their own experiences, dreams, or fears. Point out that some people like to talk, and others are quiet. Allow the quiet students to express themselves through puppets, dramatics, mime, or artwork.

Children might be asked to bring samples of hobbies to class. If several children have the same hobby, emphasize how each child still does things in his or her own particular way. Talk about different types of families, again stressing the uniqueness of each. Point out that we all have different work to do. Children can talk about their parents' work, their own work, and careers they might like to have as adults. Again artwork, role play, or puppets may be used by the children to express themselves. If children choose to express themselves through mime, the exercise can be turned into a guessing game. The teacher should recognize something unique about each child at least once during the day. If the children have enjoyed the day, you might have a "One and Only Me" day once a week, or for several minutes each day.

Local History, Grades K-6

Set aside an afternoon to operate an old-fashioned bakery/restaurant. Old-time recipes should first be collected. Students can ask parents and grandparents for old recipes that have been in the family for years. Another source might be the local newspaper, expecially a Bicentennial

edition. The class should select recipes they would like to make and sell in their bakery/restaurant. From these, the teacher should select a few for the class to actually make, if possible. The other recipes can be made at home by volunteer students with parental assistance.

A restaurant manager should be selected. Other students must fill out applications and interview with the teacher and manager for such positions as cook, waiter/waitress, host/hostess, cashier, bus boy/girl, sales and publicity manager, menu artist, and architects/interior designers; publicity and cooks will need another position later. The class might discuss how job seeking has changed over the past 100 years (long ago relatives and friends frequently worked in family businesses whether they liked the tasks or not).

Students, teachers, and interested parents might wear old-fashioned clothes for the day. Other classes, or perhaps the whole school, should be invited. Play paper money could be distributed, or real prices could be charged. With real money, students could figure expenses and profits. Profits could go toward a class party or to some cause or charity selected by the students.

As an added touch for room decoration, older students can make posters of old-fashioned remedies (made up or real), such as "small pieces of ice applied suddenly, so as to surprise the patient, will stop hiccoughing"; or "to prevent sunstroke wear a silk handkerchief in the crown of your hat. You could also wear green leaves or a wet cloth in your hat if you [don't] have a silk handkerchief."[15] Younger students can post old photographs around the room (carefully labeled on the back).

Finally, the class should contact the local media (television, radio, newspaper) to cover their bakery/restaurant day. The class might also appoint photographers and reporters to put together a special edition of a class newspaper about the bakery/restaurant day.

Technology and Change, Grades 3-6

Arrange to have a local architect accompany students on a community tour. Explain to students that they will be photojournalists for the day. Ask students with their own cameras to bring them along. The tour

should involve several old houses and several modern houses. If there is time other historic buildings and modern structures, such as schools, churches, libraries, theaters, and government buildings can be visited. If time is short, the focus can be primarily on exterior design; otherwise, both exterior and interior can be observed.

When students return to class, and pictures have been developed, a "then and now" display should be designed. This can be a poster, a collage, a bulletin board, or a scrapbook. Through this project, encourage students to express their opinions and ideas about change as a photojournalist would.

A follow-up visit may be made to a local museum. Ask each student to select one old, out-of-use item on display there and find out just what its function was. They might ask resource people at the museum, or look it up in an encyclopedia. They can do both. Next, they should find out what item fills the same function today. For example, if a student selects an old harness that connected a horse to a plow, he or she would compare that to the modern day tractor that pulls a plow. Students can do written reports, illustrated with their own artwork.

The final phase of this activity can be an ongoing one, covering a quarter, a semester, or the entire school year. Ask students to suggest some careers in which they are interested. Invite persons in these and other careers to come to your class. Anyone could offer a valuable learning experience--a housewife, a taxicab driver, a newspaper editor. The teacher should work closely with the visitor in preparing the lesson. The focus should be how this career is different today than it was 100 years ago, and what the career might be like 100 years from now. Encourage visitors to bring in some of the "tools of the trade." If at all possible, plan to actively involve students in doing some of the job tasks, both old and new. For example, a taxicab driver might present maps of the community today and 100 years ago. Each student should have a copy if possible. The taxicab driver should ask the students to find the shortest route between a variety of places on the old and the current map. They should list possible methods of transportation 100 years ago (walk, bike, horseback, horse-drawn carriage), and today (walk, bike, car, taxi, bus, subway, "el," trolley). For each route students should choose a means of

transportation and predict how long it would take to travel the route. (This particular activity would fit very well into a transportation unit.)

Finally, students working in small groups should design maps of the community 100 years from now and list "new" means of transportation. They should then discuss the need for taxicab drivers 100 years from now, with the visitor defending his/her position and the need for it in the future. This should all be in fun, and the visitor should be prepared to be voted out of a job in some cases. (Perhaps, in the case of the taxicab driver, he/she will be back to driving a horse-drawn carriage.)

Economics, Grades 5-8

This activity focuses on the concept of interdependence. On the blackboard or on poster paper list two or three seemingly unrelated careers, such as novelist, truck driver, and chemist. Then brainstorm with the students the following questions:

1. What might these people have in common?
2. What does each contribute to society?
3. How do they specifically depend on each other?

Working in small groups, students should then design posters showing other such relationships. For instance, one group might put two "unrelated" careers, say a doctor and a farmer, at opposite ends of their poster and connect these with a career "chain." The chain might look like this: *Doctor*--works in public health clinic, supported by tax money, part of which comes from the income of the *Farmer*. The chain might also look like this: *Doctor*--buys vegetables from the grocer, who buys them from a wholesaler, who buys them from the *Farmer*. Any number of chains could be included on one poster. Another way this can be done is to center on a poster one career, product, or service with chains going out in every direction. New chains can begin from "links" of other chains. In the example above, transportation workers could be linked to the wholesaler, with the income of the transportation worker sparking a whole new series of chains. For variety, students can use illustrations rather than words on their posters.

Students will find they have filled their entire poster with these interdependencies and still not have run out of ideas.

The completed posters should then be displayed around the room. To conclude the activity, discuss the wide variety of jobs on the posters and the need for a classification system. One or all of the following systems could be discussed: product jobs/service jobs; jobs with people, data, or things; and the 15 job clusters. Finally students should classify the jobs on their posters according to one of these systems.

Legal Education (Civics or Social Problems), Grades 6-10

The purpose of this activity is to familiarize students with some of the problems of juvenile offenders, as well as with problems of the police and the courts in dealing with these youths. To begin, assign a student committee to research juvenile crime in the community. They should prepare graphs and charts and present a report to the rest of the class. The report could include types of crime, statistics on crimes committed and the ages of offenders, information on home life of the offenders, as well as actual case studies.

After a discussion of the report, organize students into groups of five or six for role play. Two students from each group should play police officers, while the others are the juvenile offenders or persons affected by their actions. Police officers should be separated from their groups while the "crime" is being planned.

Each group should then decide just what they will do in their role play. A crime mentioned in the earlier report could be selected. If the research committee obtained case studies, these could be acted out. Alternatively, students could make up their own cases, or they may wish to select one of the following situations:

1. A store owner calls the police to report several youths shoplifting. Police find the suspected youths outside the store.
2. A principal calls the police to report several youths breaking school windows. Police arrive and see students lurking around the school.
3. A pizza restaurant owner calls police to report some youths loitering in front of the restaurant after curfew.

4. Parents call police about their 15-year-old daughter who has run away with two other young people. Police stop the youths ten miles out of town.
5. Police stop four or five youths in a car reported stolen.
6. Principal calls police to report several young people truant from the junior high school. Police find them at the local bowling alley. One of the youths is the police officer's child.

Allow five to ten minutes for each role play. If possible invite local police in to act as observers and to lead follow-up discussions. Encourage students to be realistic. Instruct students who are role playing police to use restraint and to handle the situations as carefully and professionally as possible.

After the role play police and students should discuss the following questions:

1. How did you feel as a police officer (juvenile offender, victim) in your situation?
2. What problems do police face in dealing with young people? How much force should they use?
3. Would you like to be a police officer in your city? Anywhere else?
4. What are the guidelines for police officers encountering juvenile suspects in your city?
5. Did any of the "police officers" in the class violate these guidelines?
6. Do you agree with the guidelines? How could they be improved?

Finally, have the class select one of the incidents for a mock trial to be conducted later in the week.

As preparation for the mock trial arrange for the class to visit a juvenile court. On the day of the "trial" a judge and a lawyer might be invited to observe and lead the follow-up discussion. The "juvenile offenders" will be on trial. Other roles to be filled by students will include the arresting officers, victims, witnesses, jury members, lawyers, and a judge. In the follow-up discussion personal and social problems resulting from juvenile crime should be emphasized. A volunteer worker from a "Big Brother" or "Big Sister" program, a foster parent, a counselor

in a juvenile detention home, or a social worker might add some special insights to this discussion.

Social Studies/Self-Awareness, Grades 2-12

Ask students to think of, and list or draw ten to 20 things they really like to do.

Upon completion:

1. have students put a "100" in front of the things they they would have been able to do if they had lived 100 years ago. For instance, discuss how going for a picnic in the country would have differed 100 years ago from today (history concepts and the concept of change).
2. have students put a "$" in front of the things that cost money to do (budgeting and economics concepts).
3. have students put a "O" in front of things they like to do with others, an "A" in front of things they like to do alone. Discuss preferences (awareness of individual preferences).
4. have students put "F" or "M" in front of things their fathers and mothers like to do (parental influence on students). You may want to discuss other social influences at this point.
5. have students put a "G" in front of things they think they will like to do when they are grown up (concept of change and the future).
6. have students put a "C" in front of things they think they could do, in some form or another, as a career. If someone likes to draw, they might be an artist or an architect; if someone likes to travel, they might be a pilot (career awareness).

Conduct a discussion on individual likes and dislikes, similarities and differences, how people and times change, and how all of the above are related to career choice.

For a follow-up activity, have students select three of the "things they like to do" and develop an imaginary career which would include all three of these.

*Sociology, Psychology, Grades 10-12

A unit on personality types is well suited to career education. While learning about personality types such as domineering and submissive, agressive and conforming, and introvert and extrovert, students can do additional research on how personality relates to careers. As a class or as individuals, students can develop a questionnaire for persons in various careers, designed to give indications of general personality type. The questionnaire should include such questions as:

Would you prefer a supervisory role?

Does your job have any risks?

Would you rather work alone or with others?

Do you like to have your work laid out for you or do you prefer to determine your own tasks?

What are things you like and dislike about your particular job?

After completing the questionnaire, each student should answer the questions from a personal point of view. They should keep a copy of the questionnaire with their own answers in a personal file for the time being.

Students can then interview people in several different careers of interest to them. Following the interviews each student can write a general career personality profile for the person interviewed. Their own answers to the questionnaire should be compared to the answers given by the interviewees, and students should then write their own personality profile. This should include their likes and dislikes and certain careers they think they might enjoy, in light of their responses to the questionnaire.

*Adapted from a workshop participant infused unit by Steve ReVello, Commerce City, Colorado, and Beverly Bourgeut, Las Cruces, New Mexico.

Western Civilization, Grades 10-12

Small groups of students research career and lifestyle changes of persons in particular jobs over a period of time. Job suggestions include: tinker, tailor, candlemaker, merchant, baker, butcher, doctor, lawyer, teacher, and policeman. Students might look at the selected job at some pre-industrial time, during World War I, and today. The job function, as well as the specific job, should be researched. For example, the function

of a pre-industrial candlemaker today would be filled by a lamp factory or an electrician. However, there are still many persons who practice the craft of candlemaking, both as a hobby and a livelihood. Students may have difficulty finding specific information about careers in the pre-industrial era. If this is the case, ask them to use their imagination, basing their description on what the career is like today but without all the modern conveniences.

To carry out the theme of continuous change, students should look at this same occupation and project it into the future--say the year 2050. This can be based on what they have learned about the history of the career and the history of the period being studied.

Presentations could be made in a variety of ways: written reports or essays may be collected to make a class book; students can role play, dramatize, or give oral speeches on the career they have researched; or art projects may be developed.

American Government, Grades 9-12

Through this activity students should understand the role of legislators or other elected officials in local, state or national government. Students should first develop a set of interview questions concerning the career and lifestyle of legislators. Individually, or in groups of two or three, students should contact a legislator or other elected official for an interview. This may be done by letter or phone. When the interview is conducted it should be taped, with the permission of the interviewee.

If it is an election year and particularly if they're studying the electoral process, students may wish to become involved in a campaign for a candidate of their choice.

After interviewing legislators and after some volunteer campaigning students should develop a career profile of elected officials, particularly legislators. This might include such information as educational preparation, demands on time and money for campaigning, job responsibilities, time involved once elected, special personal characteristics (leadership, ambition, etc.), and any advantages (meeting people, satisfaction of seeing own legislation passed) or disadvantages (long hours, possibility of losing election) of the career.

Plan for the class to actually visit a governing body in action after writing the profiles. This might be the local city council, the state legislature, or, if your school is in the vicinity, the Senate or the House of Representatives in Washington, D.C. To prepare the students for the visit try to secure a copy of a particular piece of legislation to be debated in the session your class will visit. Allow students time to read the bill, to review how a bill becomes a law, and perhaps, to debate the issue in class.

Alternatively, if students interviewed other elected officials they might arrange to spend a day "shadowing" them. Or if the official happens to be a judge, students could spend a day in court, followed by a mock trial in the classroom.

After seeing the elected officials "in action," students should review the career profiles made previously and make any adjustments they feel are necessary.

Finally, ask students to create a personal profile of their own likes, dislikes, abilities, and values as well as aspirations and compare this to the profile of the elected official. For the comparison, students could opt to write a short essay, design a collage or other art project, or put on a pantomime or dramatization, expressing similarities and differences.

Chapter 4

INVOLVING THE COMMUNITY IN THE CAREER EDUCATION PROGRAM

by

Mary Jane Turner

and

Rudolph Schwartz

The decision to involve the community in a school-based career education program depends on more than a casual or vagrant thought. A school program will benefit immeasurably if a community component is incorporated into the overall design. Students will have the opportunity to relate what they are learning to the real-life of careers in the community. In turn, the community can indicate to the schools their needs in terms of employee preparation. These benefits will not be realized--and, in fact, the program may suffer--if those who put the program together fail to consider the whys and hows of building a community support base. In a poorly planned program, the complete support base available in the community is frequently not realized, and community representatives often wind up viewing the program in negative terms because of the poor planning behind it.

Rationale for Community Involvement

The community has a strong stake in a sound career education program. As has been pointed out in Chapter 1, society has always had an interest in developing in students those skills necessary to maintain the society, technologically and economically. This is neither a passing nor cursory interest. Parents want their children to develop those capabilities which will insure economic success; business and industry representatives need to know there will be a satisfactorily educated pool of young people moving into the work force; the labor community depends on the schools to supply replacements for their ranks, and so on. Professionals, businesses, labor unions, corporations, Chambers of Commerce, service organizations, and individual employees--in short, the whole working community--stand willing and eager to assist schools in any way possible

in implementing a career education program. This means there are resources, both physical and human, that are readily available if some individual or group takes the time to develop a plan for mobilizing them.

Robert E. Norton underscored this view in a speech at the Seventh National and Technical Teacher Education Seminar in Dallas, Texas.[16]

> Educators are unaware in many cases of business, industry, and parent willingness and desire to cooperate. There is a natural reluctance on the part of most people, including educators, to ask favors of others for free. And yet community people often wonder why they are never asked to assist in any way. The two groups want and need each other's help.... We must establish some free flowing means of two way communication to overcome this hurdle.

Alvin Toffler went even further in an interview with *Scholastic Teacher* in 1974 when he said:[17]

> Much of what now happens inside the classroom should be moved out into the community. Students, working with adults, should be employed in a productive capacity to deal with community problems presently neglected due to a lack of manpower resources.
>
> The schoolhouse itself will change. Many of its current functions may be physically dispersed throughout the community. The concept that the classroom is the heartland of education will disappear.
>
> Teachers are going to have to forget most of what they learned about professionalism in the past half century. They will have to reverse roles and become participants, along with parents, para-professionals, and outside community resource people... learning at the same time they are teaching.

The Career Education in Social Studies Project conducted four regional workshops in the spring of 1976--in San Francisco, Denver, Milwaukee, and Baltimore. Participants representing business and labor communities throughout the United States, from small towns and large cities, were asked to develop a list of characteristics that should be part of every career education program. It is striking that reactions and comments of the community panels at each of the four workshops were similar. Although the business and labor persons in attendance had specific individual concerns, as a group they emphasized quite similar issues. The issues take on added significance when you consider the diverse geographical settings which these groups represent. The concerns of these groups were:

1. Career education should not be considered a passing phase, but an important, ongoing concern of the curriculum.
2. A career education program should start in kindergarten and extend through senior high school.
3. Every school district should establish its own definition of career education.
4. Every teacher should be, in effect, a career education teacher.
5. Successful career education programs should be concerned with:
   a. importance of students leaving school with marketable skills
   b. dignity of and respect for manual labor
   c. avoidance of sex stereotyping
   d. pride of accomplishment
   e. a work ethic which emphasizes values of honesty, sincerity, and productivity.
6. Schools should provide enough freedom of choice so every student will have at least some tentative career goals by the time he/she leaves school.
7. School districts should conduct needs assessments in their communities.
8. Learning takes place in the community as well as the schools.
9. School districts should involve students as interns in decision-making situations that relate to improvement of specific community problems. This has two values: an increase in civic pride and career exploration opportunities.
10. The business and labor communities need to be involved with schools, but not overused. A coordinating person must be responsible for handling the myriad of tasks and relationships involved in a school/community partnership.
11. Good publicity is important for successful programs.

Planning for Community Involvement

Once the decision to involve the community in the career education program is made, the concerns that cluster around the "how" become critical. Two considerations are important in this regard: (1) a clear plan of action must be developed and (2) school personnel must retain initiative

and direction for the program. We are still discussing a school-based program--one in which educational objectives are to be achieved. Only school personnel, trained in developing objectives, selecting appropriate grade levels for the program, choosing or writing curriculum materials, and implementing teaching strategies can adequately design a school program. By the same token, it is school personnel who should develop a "community involvement plan" which will correlate with the educational program.

We suggest six steps in developing a community component of your school-based career education program. They are:

1. Define community
2. Conduct a community needs assessment
3. Establish a Community Advisory Council
4. Develop and maintain a Community Resource Index
5. Conduct inservice training workshops for teachers and community resource persons
6. Design and implement an evaluation and feedback plan.

The first step in putting this plan together is to define "community." The foregoing general statements suggest there is a generally accepted definition. There is not. Is it the school, school district, neighborhood, town, or other politically determined jurisdiction or institution? For example, districts which have been involved in busing across school district lines may be teaching youngsters from communities quite unlike that in which the school district is located. In deciding exactly what constitutes the community, consider that career education requires the world of work and the school world be brought together in some kind of cooperative venture.

The second step will be to conduct a community needs assessment. Community members should be widely involved in this activity, which can take one of two forms. The needs assessment can be written, in which many people respond to a questionnaire. It can also be a brainstorm in which a smaller, but representative, number of persons are involved. In either case, the reason for conducting a needs assessment is to elicit information about general community career education goals. These goals can then be translated by school personnel into educational programs and student objectives.

The third task is to establish a Community Advisory Council. Such a Council is a *must* in building community support. Councils are usually most successful when they are set up for reasonably long terms, are regarded as serving specific functions such as mobilizing community resources, and are accepted by the school district and the community as legitimate teacher/community organizations. Advisory councils and council members can: 1) serve in resource capacities, 2) advise on policy regarding such things as field trips and internships, 3) assist in raising funds, 4) coordinate publicity efforts, and 5) help develop broad community support for career education programs.

The fourth and ongoing task is the development and maintenance of a Community Resource Index. This can be a joint effort involving the Advisory Council, school district personnel, and students and can be as elaborate as time, money, geography, and so on will allow. A district might, for example:

1. Design a form, similar to the one on page 63, to gather information about potential community resource persons.
2. Publish a directory which contains information about professional and non-professional school personnel; business and industry personnel; labor representatives; town officials and political leaders; religious leaders; professionals; and various organizations such as service organizations, garden clubs, professions, banks, conservation groups, health groups, recreation groups, and homeowner groups.

   The entries in the directory should be listed alphabetically, and cross-referenced by category for easy retrieval. If the district or a participating business has computer capability, the indexing task is greatly minimized.
3. Delegate one person to be responsible for updating information and making arrangements for using resource people. This task is one that requires considerable diplomacy and tact. It involves using everyone who is interested in some constructive way, while determining the difference between use and overuse of resources. This may not mean that every person who "offers" is asked to go into the classroom. There are ample opportunities to involve

everyone in tasks that utilize their abilities to the best advantage. The coordinator will also have to implement evaluation criteria as discussed below.

4. Develop simple evaluation criteria for format presentations. Do not ask people back into the classroom if their presentations are neither useful nor adequate. Teachers should evaluate the educational quality of all presentations and pass this information on to the person charged with coordinating resource persons.

The fifth task involves designing a series of inservice training workshops. Hopefully teachers and resource persons can participate together. If not teachers should certainly receive inservice training. If both teachers and community representatives are involved, appropriate activities which can be used by community people in the classroom might be demonstrated. For example, it is important to point out to a carpenter or plumber visiting a classroom that they should come in working attire and bring along typical tools-of-the-trade. A physician visiting an elementary classroom might demonstrate how to take blood pressure or pulse counts rather than describe educational requirements.

In both kinds of inservice programs, teachers should be made aware that they bear the ultimate responsibility for what happens in the classroom. They should contact the resource person well in advance of the time the person is to come into the class, and explain exactly what is expected of them, the educational objectives to be achieved, and the kind of preparation the students will have had. Providing this information for the resource person is not only common courtesy, it is common sense.

The community represents a potentially rich, and largely untapped, resource pool. Using this pool wisely may mean the difference between a mediocre and a "super" career education program.

The sixth and final step in designing a community component for a school-based career education program is evaluation. As each step of the program is planned, a process for evaluating that phase should be developed. Some questions you will want to keep in mind in designing an evaluation plan include:

Community Definition: Was the definition of community too broad? too narrow? adequate?

Inventory of Community Resource People

1. Name: _____

   Home Address: _____

   _____ (Zip Code) _____

   Home Phone (Area Code) _____ (Number) _____

   Business Phone (Area Code) _____ (Number) _____

   Occupation: _____

2. Name of Organization, Group, School, Business, Etc., With Which You Are Affiliated: _____

   Address: _____

   _____

   _____ (Zip Code) _____

3. Area of your Special Career Interest or Concern: _____

   _____

   _____

   _____

4. Personal Knowledge, Skills, Expertise: _____

   _____

   _____

   _____

   _____

   _____

Needs Assessment: Were the needs defined in the needs assessment met through the program? Are there other needs which were not identified in the needs assessment? Were some of the needs identified already being met by other school programs?

Community Advisory Council: Is the Community Advisory Council functioning properly? Is their input being heeded? Do the Advisory Council members understand their functions and fulfill them?

Community Resource Index: Is the questionnaire adequate? Is there additional information needed in order to use the index with ease? Is the index being maintained properly? Is more help needed in order to secure and maintain the needed information?

Inservice Training Workshops: Is adequate training provided for community resource persons? Do they understand their role when visiting the classroom? Do teachers prepare students properly for the resource person's visit? Do students understand the role of the resource person And question them properly?

Evaluation: Are you getting the information you need in order to assess all phases of the program? Is the information being put to use in re signing the program?

hese and other questions which you will develop are designed to assist you in establishing a sound evaluation plan for your program.

Summary

In this chapter, we have focused on the use of community resources in school-based career education programs. It is much more difficult to plan a community-based career education program. This involves students actually working in the community, with the educational program based at the students' places of work. One excellent resource for planning such a curriculum is *Education for Citizen Action: Challenge for Secondary Curriculum* (Fred M. Newmann. Berkeley, CA: McCutchan Publishing Corporation, 1975).

The community represents a potentially rich, and largely untapped, resource pool. Using this pool wisely may mean the difference between an average and an excellent career education program. We hope you'll look to the community as you plan your career education program.

Notes

1. Sidney P. Marland, "Career Education Now." Address given at the Convention of the National Association of Secondary School Principals, Houston, Texas, January 23, 1971. Most people associated the beginning of the "new" career education movement with the "Career Education Now" speech. It caught most professionals off-guard and incapable of making an immediate response.

2. O'Riley, John. *Wall Street Journal*, March 8, 1976.

3. Marland, Sidney P., Jr., *Career Education: A Proposal for Reform.* New York, NY: McGraw-Hill Book Company, 1974, pp. 316-18.

4. Havighurst, Robert J., *Human Development and Education.* New York, NY: Longmans, Green and Co., 1953, p. 2.

5. Gesell, Arnold, Frances L. Ilg, and Louise Bates Ames, *Youth: The Years from Ten to Sixteen.* New York, NY: Harper and Row, 1956.

6. Gessell, et al., pp. 376-82.

7. Bailey, L.J. and R.W. Stadt, *Career Education: New Approaches to Human Development.* Bloomington, IL: McKnight Publishing Company, 1973, p. 350.

8. "Developmental Program Goals for the Comprehensive Career Education Model," Preliminary Edition. Columbus, OH: The Center for Vocational and Technical Education, 1972.

9. Rolla M. Tyron, *The Social Sciences as School Subjects: Report of the Commission on the Social Studies,* Part XI. New York, NY: Charles Schribner's Sons, 1935, pp. 52-54.

10. Ryan, Frank L., Lorraine Hansen, and W. Wesley Tennyson, "But... Is Career Education the Answer?" *Social Education,* 39:5(May 1975)310-12.

11. *Promise of America: Breaking and Building.* Glenview, IL: Scott, Foresman and Company, 1971.

12. *Ibid.*

13. Henry F. Graff and John A. Krout. *The Adventure of the American People.* 2d ed. Chicago, IL: Rand McNally & Company, 1968.

14. *The American Experience: Technology and Change.* Teacher's Guide. Chicago, IL: Nystrom, Inc., 1975.

15. *Boulder Daily Camera, (Outlook '76)* January 25, 1976, p. 10A.

16. Robert E. Norton, R & D Specialist, Center for Vocational and Technical Education, Ohio State University, Columbus, Ohio. Unpublished speech, Dallas, Texas: Seventh National and Technical Teacher Education Seminary, October 22, 1973.

17. Alvin Toffler in an interview with James J. Morisseau, February, 1974, *Scholastic Teacher*.